ADULT ILLITERACY IN THE UNITED STATES

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Outline:-

Adult Illiteracy.

I. Introduction.

(a) Extent
(b) Class
(c) Location.

II. Menace.

(a) Socially
(b) Politically
(c) Industrially

III. Means of Illimination

(a) Philanthropy
(b) Schools for Adults
(c) Federal Aid

Conclusion.

Adult Illiteracy in the United States.

Its Menace and Means of Elimination.

Extent.

Illiterates are those persons above the age of ten years who cannot read or write, and literates are those who have had even the slightest amount of schooling. Many literates may be ignorant, but illiterates cannot even write their own names. Many an illiterate man who can only make his mark for his signature is better equipped for citizenship than some high school graduates. Schooling supplements but can never replace worldly wisdom and experience. Never-the-less, the ability to read and write is fundamental, and lack of this equipment is such a handicap that illiteracy implies ignorance.

Intelligence implies mental quality, capacity and ability; untrained, its usefulness is restricted; in an illiterate, intelligence is stunted and imperfectly applied.

Government by representation rests upon the intelligence of all, and intelligence depends upon general and rapid transfer of thought and information by the printed page. It is difficult for those who read to form even a bare conception of the mental limitation of the illiterate.

Recent researches of the United States Bureau of Education demonstrate graphically that in nineteen states the number of adult white illiterates is steadily increasing.

Five and one half million people in the United States over ten years of age, are illiterate, or nearly eight out of every one hundred. There were more illiterates in 1910 than comprise the entire population of

New York in 1914. Comparing the percentage of illiteracy for the years 1880 and 1910 we have the following:-

		1880	1910
Native White	Per cent of total population -	73.5	74.4
	Per cent of total illiteracy -	9.4	3.7
Foreign born	Per cent of total population -	13.1	14.5
	Per cent of total illiteracy -	12.0	12.7
Negro	Per cent of total population -	13.1	10.7
	Per cent of total illiteracy -	68.0	30.4

To grasp concretely the fact that absolute figures, not percentages alone, can tell the story, immagine that all the illiterates in the United States, five and one half million strong, united and took possession of Illinois, evicting every person now living there. The state would then be as populous as it is now; the throngs in State Street, Chicago, would be as dense, but picture the civilisation of that great state and city. Railroads would cease to run, for no trainman could read his orders, no dispatcher could write them. Street lights would be darkened, while hapless European peasants and negro field hands gaped idly at the meaningless characters printed on the Volt meters of useless powerhouses. The great daily papers of Chicago would go out of business; commerce would stop because no man in all the state could write down the record of transactions; public schools would be abandoned; the University of Chicago would be deserted.

Another illustration would be that in a double line of march, three feet apart, these illiterates would extend over a distance of 1,567 miles--more than twice the distance from Washington to Jacksonville, Florida. Marching at the rate of 25 miles a day, it would require more than two months for them to pass a given point. A mighty army is this, with their banners of blackness inscribed with the legends of illiteracy,

ignorance, weakness, helplessness and hopelessness, too large for safety in our democratic institutions, for the highest good of society and for the greatest degree of material prosperity.

To wait for a generation of illiterate men and women to die is a slow and painful process. That there is a shorter way to the reduction and elimination of illiteracy has been proved by some European states and sporadic efforts in this country indicates that there is a better way here, to wit: to teach grown ups in schools organized especially for them.

Class.

More than half of all Mexican, Turkish and Syrian immigrants are illiterate. These number 92,729 or 1.5 per cent of the whole.

There were 143,961 Croatians and Slovenian illiterates or 3.6 per cent.

Other immigrantsover 30 per cent illiterates are Russians, Roumanians, Bulgarians, Servians, Montenegrins and Koreans. This group numbers 178,555 or 4 per cent. Hebrew immigrants are 24.6 per cent illiterate and rank third in number 1,121, 159, or 9.4 per cent. Slovaks are 22.8 per cent illiterate and number 428,364, or 3.5 per cent.

The Greeks 24.6 per cent illiterate are 356,363, in number or 2.1 per cent.

The remaining races over 20 per cent illiterates are Armenians 25.2 per cent illiterate, numbering 47,224, or 4 per cent; and Japanese 22.3 per cent illiterate, numbering 43,218 or 1.5 per cent; African 9.8 per cent illiterate number only 11,129 or 5 per cent.

Spanish 16.5 per cent illiterate have sent us 13,184 or 8 per cent.

The Chinese 15.8 per cent illiterate or 10,891, Indians, 45.3 per cent or 85,445.

In order to appreciate the purport of illiteracy in this country, we must look beyond the statistical totals to some of the details, so as to perceive who these illiterates are and why they are illiterate, and what classes of them are increasing or decreasing and why.

Our illiterates are divided into four classes. First, White

people of American birth and parentage. Of these 1,378,884 or 3.7 per cent were illiterate in the census of 1910. This record is a grave reproach.

The Second class are white people, American born of foreign parentage. Of these only 155,388 or 1.1 per cent are illiterate. In only one state, Texas, does their percentage of illiteracy reach 10. They are the least illiterate of all the four classes.

Class Three are white people, foreign born or immigrants. Of these, 1650,361 or 12.7 per cent are illiterate. This is a regretably large proportion but it is not a disgrace to our nation as we are not responsible for it. We are responsible for their presence here but we cannot be held accountable for their illiteracy originally.

The Fourth Class are Negroes, all American born and practically all of American parentage, of whom 2,227,731 or 30.4 per cent are illiterate. For these we are responsible. We made them illiterate and we are keeping them so.

The percentage of illiterate negroes between the ages of ten and fourteen is 18.9 while above sixty-five years it is 74.5 per cent. At all ages however there is a marked decrease at every census. The total number of white illiterates, native and foreign born is nearly one million more than the total number of Negro illiterates. Illiteracy is mainly a white man's problem, owing to the fact that the number of Negro illiterates is rapidly decreasing, whereas, the number of white illiterates is increasing due to immigration of illiterates.

While the percentage of the first class, white people of

American parentage, is much smaller than the third or immigrants, the actual number of its illiterates is nearly as large. That is to say, there are almost as many white natives of American parentage who are illiterate as there are illiterate immigrants. Precisely one-fourth of all our illiterates are white men and women, born in this country of native parents. This is one of the most discreditable features of the whole situation. It appears the more so by contrast with the second of these classes, American born children of foreign parents. The much lower rate of illiteracy among the latter is attributed to various causes, but chiefly among them must be reckoned the superior ambition of the immigrants and their keener appreciation of the need of education, and of the opportunities for getting it, which their children here enjoy. Having been deprived of such opportunities themselves in the Old Country they are eagerly determined that their children shall enjoy them to the full. Teachers testify to the fact that children of immigrants are of all, the most faithful in attendance and the most diligent in study.

Against the depressing statement of the gross number of illiterates, is to be placed the encouraging fact that the actual number and the percentage of illiterates are both steadily and even rapidly decreasing. Despite our enormous growth in total population and despite the enormous influx of immigrants there are actually fewer illiterates in the United States now than at any time in the last thirty years at least, while of course the percentage is very much lower still. In 1880; seventeen per cent

of our population were illiterate; in 1890 there were 13.3 per cent; in 1900 there were 10.7 percent and in 1910 the percentage was 7.7.

It is to be observed that this decrease both in actual numbers and in percentage has occurred in all of the four classes except the third and that even in it there has been a decrease in the percentage. The actual number of illiterates of foreigh birth has increased, but not as much as the total number of Aliens in this country.

This unfortunately, cannot, it is feared be attributed to an improvement in the quality of immigrants. It is probably due in a great measure to the more general sending to school of young immigrants between the ages of ten and fourteen years, and to the higher death rate among illiterate than literate adults.

During the last decade, however, Chinese, Japanese and Indian illiterates have deceased materially.

However, the self complacent American native born, who fancies that a decreasing percentage of illiteracy is sufficient to insure safety and who would deny the growing menace of the illiterate is blind indeed.

It is true that the percentage of illiteracy for the country as a whole has decreased, but that is because enormous effort has been put forth in certain parts of the country, notably the South; but we must keep in mind the fact that we still have with us five and a half million illiterates. Percentages do not tell the story. Illiterates are not Arabic numerals. They are human beings who are part of our social organization, voters in our democracy, citizens whose welfare effects our lives. These ill-equipped human beings are being added

by tens and hundreds of thousands to central sections of the country and the evil effects of their coming is intensified by the fact that they are being lumped in formidable groups in a few industrial and mining centers instead of being spread out thinly over the whole country where they could be more easily assimilated.

Illiterates are increasing in numbers, not in the South, among the negros, the "poor white trash" and mountaineers whom we have been accustomed to look upon as almost wholly illiterate, but in Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Illinois, North Dakota, Nebraska, Montana, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington and California- the heaviest increase being in New England and the Middle Atlantic States.

During twenty years, from 1890 to 1910 six of the Southern States decreased the number of illiterates from 2,027,951, to 1,427,063 while in Massachusetts, Rhode Island, Connecticut, New York, New Jersey and Pennsylvania, the increase was from 790,772 to o 1,103,872.

New York State, where the illiterates are so numerous that they would replace every living soul in Buffalo, is taking no organized measures, even to estimate the immensity of the problem of its illiteracy, much less officially, to institute adequate extension of schooling to adults illiterates industrially employed. Connecticut is in even more dire straits.

In one typical manufacturing town in Connecticut, the population is more than 50 per cent foreigh born at the present time. Ten years ago it was 15 per cent. The town is inundated with non-English

speaking people, highly illiterate, with foreign ideals, customs, and ideals of a low order.

In New York State of the population over twenty one years of age, six out of every hundred can neither read nor write; in Maine and Vermont, 5; in New Hampshire, Massachusetts and Connecticut, 6; in New Jersey, 7; in Pennsylvania nearly 8; in Rhode Island, 9; and in Delaware, 10; and little is being done to releive the situation. One fifth of all our illiterates live in New York, Pennsylvania, New Jersey and Connecticut.

The farming sections of California, Washington, North Dakota and Nebraska are increasing their numbers of illiterate immigrant laborers on the plea that resources must be developed at any price. Land owners of California and Washington demanded cheap labor to harvest their crops on the plea that vast acreage of untilled land must be developed now, at any price, by any means. It is, in their view, as if the idle land were polluted by some disease that would infect the country if it were not content to have it developed in small lots by American citizens as they migrate from the East. The result in California, for example, is that the Japanese have replaced the native white settlers in whole counties in the richest part of the State, and that California has embroiled the Nation in the menace of a war with Japan over the rights of citizenship.

Rural illiteracy is not exclusively native but it is largely so. In 1910 there were 3,748,031 rural illiterates. This equals approximately 10.1 per cent of the whole rural population; of rural illiterates but thirteen out of every hundred or 477,870 in all were foreign born, twenty two of every hundred were negroes and

sixty-five were native born whites.

If we turn from the country to the cities we find a remarkable reversal in the proportion of native and foreign-born population. The rate of illiteracy is considerably less than inrural districts-51 out of every thousand. Of the one and three quarters million illiterates of the cities, sixty-seven out of every one hundred are foreigners, eleven are native whites and twenty-two are negroes.

One would naturally expect, in the large cities of 100,000 or more population where there are better school facilities and improved methods of instruction that there would be a considerably lower rate of illiteracy than in the smaller towns, but this is not true.

The combined population of cities with more than 100,000 population in 1910 was 16,587,228 and the illiteracy was 49 in every thousand, a reduction of but two in a thousand in the large cities.

Size does not necessarily represent excellence, yet we may assume that whatever our school systems have to show of excellence in educational system and administration is fully, if not exclusively represented among the twenty two largest cities of the United States.

In 1910 these cities had a combined population of 12,580,843 of whom 683,900 were illiterate. This represents fifty-five out of every thousand. That is to say, there is a larger per cent of illiteracy in the largest cities than in all the cities as a whole, not withstanding the efforts of governments and schools, private and auxiliary organizations, the ratio continues to increase.

We must not only know the amount of illiteracy but its character

as well, and in these twenty two cities illiteracy is foreign illiteracy. Out of every one hundred of these illiterates, ninety are foreign born, four native born whites and six negroes.

That there should be in our enlightened State of California a number of illiterates in each of our 58 counties ranging from 67 in Alpine to 9,639 in Los Angeles will prove a revelation to many and furnish food for thought for all. With a total of 76,984 illiterates in our great State there is something of a problem before us.

The Legislature, which convenes next January, will be asked to pass a law aimed to Americanize every alien who comes to California to live. The bill, which already has been tentatively drafted and is in line with the plans of the United States Bureau of Education, will make it mandatory that every person, by the time he reaches 21 years of age, shall have the equivalent of a fifth grade education.

It shall be mandatory for every male and female between the ages of 18 and 21 years who cannot speak the English language, read or write, to attend night or day school until such time as they have completed the fifth grade.

The social menace of illiteracy is of great importance to us because it threatens to invade that most sacred institution the home. We know that if an illiterate alien should buy a house adjoining ours we should be apt to move elsewhere, and yet our children are mingling daily at school with the children of these illiterates. We shall hardly develop a caste system which will preclude the inter marriage of races and it is probable that the future American will have in his veins more of the blood of the immigrant illiterate admitted to our country through the lenient immigration laws, than of the

blood of all the colleges put together. Accordingly a great deal depends upon the character of those aliens.

The mother in the home exerts more influence over the lives of others than does anyone else. Here are found the ideals of cleanliness, beauty, order, obedience, industry, honesty, truth, love and religion and in so far as these are lacking as they are in the homes of illiterates as a rule, they are a menace to our social order. The alien mother is the last member of the family to be reached by American ideals. She has no way of learning the English language. The children soon learn to speak our language at school and become so Americanized, in a short time that the parents lose control over them. They enter the i dustrial market and without the restraining influence of the home become delinquents and criminals. Our juvenile courts are over filled with these children.

Many thousand cases of destitutes in New York City are caused annually by the desertion of the old-fashioned or rather the unamericanized foreign born woman by a more progressive husband.

Among the Mediterranean immigrants is found what is the inevitable result of lack of schooling everywhere-disease and mental defectiveness-with a type of immigrants who easily may become dependent or public charge at an early age. Considerably more than half thepapers in the almshouses of the United States, according to the census of 1910, were of foreign blood.

Democracy is based on fundamental intelligence. Illiterates without the ability to read and write retard the progress of us all. In order to claim the privilege of intelligent living, to

enlarge our opportunities and enjoy the benefits of a representative government, every one must be able to profit by the knowledge and experience of others and become informed on all matters of common interest and importance.

We have realized the need of compulsory schooling for children who are American born; we are trying to provide for children of immigrants; yet we ignore the illiteracy of millions of unschooled men and women -- children in mind though adult in years--apparently forgetting that the first requisite for government by representation is literacy.

Political Menace.

In the census of 1900 it was shown that there were 2,328,000 men of voting age who were unable to read or write. Suppose that the whole number of illiterates should vote under the control of some unscrupulous politician, what would become of the stability of this republic?

The census of 1910 shows that there were 2,273,803 illiterate males of voting age of whom 617,7 3 were native whites, 788,631 foreign born whites and 819,136 negroes.

The total number of illiterate men of voting age in the country was greater than the total number of men of voting age in the states of Kentucky, Tennessee, Alabama, Mississippi, Delaware and the District of Columbia. In some states and in many counties the illiterates hold the balance of power in any closely contested election. In California eight out of every one hundred voters were illiterates in 1910.

So little knowledge of the fundamentals of a democratic government is required of a foreigner applying for citizenship, that he

is incapable of using the ballot. He becomes a tool in the hands of corrupt politicians to whom he may sell his vote, either for dollars or a job.

Industrial Menace.

Wage-worth is determined mainly by intelligence, and lack of schooling effects unfavorably, employment, advancement and higher wage.

If the worker has been taught little or nothing, when he comes into competition with those who know more and can do more he is outclassed. No minimum wage law reaches the essential difficulties of low earning power. The more illiterate the worker, the less his ability to realize the reasons and remove the causes of his own lack of employment or low wage.

The illiterate alien is handicapped from the start by ignorance of the English language and by consequent distrust and suspicion increased through lack of knowledge of American ways, industrial operations and work requirements. For these reasons it is becoming imperative to concern ourselves more directly with educational opportunities for adult workers.

The illiterate immigrant has undoubtedly reduced wages at particular points in our economic system. Of the number of immigrants who landed in New York in 1913, eighty per cent of those above the school age were without any regular trade or occupation.

It is easily assumed that skilled labor finds its best market by a natural process. In a country where distances are short, transportation cheap, where knowledge of wages and opportunity is pretty well extended, where the people are fairly homogeneous, bound by the common tie of language and tradition and a some what

rigid social organization, this might be true. But these are precisely not the conditions which confront the non-English speaking immigrant. There is a chasm between the immigrant and his opportunity and for the illiterate in English, it is a wide one.

Why do they come? Cheap labor is the answer. As soon as they get into work, labor agitators play upon their legitimate grievances and incite them to lawless methods of relief. On the other hand captains of industry seek to profit by their cheap labor and yet appeal for protection of the law against the lawless acts of the laborers whom they import.

Illiteracy means increasing industrial agitation and unrest; it promotes race prejudice and class hatred; it precludes that mutual understanding and ability to co-operate which must underlie well-managed industry and efficient democracy.

It is not by chance that the great trades, employing thousands of workers in the large cities have had many costly strikes, nor is it mere coincidence that epidemics of disease arise in the city and village slums where the illiterate swarm. If we are to handle, intelligently, such problems as industrial unrest and public health, promote civic administration and good government we need to know more about that portion of our people who read with difficulty; to whom the printed page is meaningless.

The policy of "let well enough alone," is followed at present time. This has resulted in a large increase in the number of persons who, for lack of knowledge, become unemployable as fast as machine process displaces the hand labor to which they are trained. For example, steam shovels, ditch diggers and mechanical conveyers

have taken the place of the hand power. This mechanical revolution of one of the most simple forms of work has lessened materially the demand for a type which for centuries has supplied a living to illiterates. The do-nothing policy has been costly in many respects. The percentage of avoidable accidents is increased through the inability of workers to read danger signs and comprehend directions which would prevent accidents.

Never in the history of the American people has a measure been passed by Congress as often and vetoed by the President as many times as the immigration bill. Three Presidents have felt so keenly that founders of the government and their successors were right in holding that the lack of opportunity to learn to read and write should not bar an alien from freedom's shores, that they have over ridden the will of four Congresses. But Congress was strong enough to over ride the presidential veto at last and so the immigration doctrines of a century and a quarter are changed. Hereafter no one above the age of sixteen, who cannot read and write may enter.

Means of Elimination.

Under a literacy test we will turn back one-fourth of the Armenians; two fifths of the Serbians, Bulgarians and Montegrins; one-fourth of the Jews and Greeks; one-half of the South Italians; one-third of the Poles and Russians and one-fourth of the Slovaks. And yet out of over a hundred million population in the United States, only fifty-four million are of full white native ancestry. Even the President has only one ancestor who was born in America.

Many do not believe that literacy is a proper standard to apply to the admission of the immigrant, realizing the debt this country owes to the illiterate and unskilled in the past.

Cora Wilson Stewart says that the United States is the place where the immigrant should meet instruction instead of exclusion.

The labor supply which immigrants have brought to this nation constitutes an incalculable debt. Seven out of every ten of those who work in our iron andsteel industries are drawn from this class. Seven out of every ten miners, three out of ten in large packing concerns, nineteen out of twenty in sugar refineries are foreigners of this type.

The executive message accompanying the veto of the last immigration bill is a fine expression of liberalism, but it does not throw light on the ever menacing problem of illiteracy. At the entrance of our principal port we have placed a statue of Liberty Enlightening the World. The statue carries in one hand a torch and in the other a book. This properly interpreted means not merely that immigrants shall be educated to a higher degree after they get here but that they shall be able to read the fundamental laws of the land by the light of liberty's torch in order to entitle them to enjoy the advantages which liberty has produced.

We need immigrants but we must teach them to read and write and Americanize them. Americanization is assimilation in the United States. It is that process by which immigrants are transformed to American citizens. An immigrant is Americanized, only, when his mind and will have been united with the mind and will of the American so that the two act and think together.

This great problem cannot be solved by legislators or by educators alone. It requires the force of an informed public sentiment.

It is a matter that concerns every woman as well as every man who would conserve the well being of the home and industrial prosperity.

Philanthropy and religion have contributed much to uplifting and educating the immigrant. The Salvation Army enters many homes, inaccessible to Church organizations. Their workers visit from house to house, showing the spirit of brotherly love; they gain the confidence of the foreigner especially of the mother; they teach home keeping as well as religion; they teach reading so that these people may be able to read the Bible.

The Y.M.C.A and Y.W.C.A. are great agencies in eliminating illiteracy. They have classes in all subjects from the fundamentals to vocational training. The gymnasiums and amusement halls keep the young people from vice and incidentally teach sportsmanship good citizenship and democracy.

Parent-teachers clubs reach the mothers through the children bringing them into closer co-operation. Lectures and demonstrations are given of the care of children and home keeping. The mothers are taught to read and sew. In some cities members of Women's Clubs pledge themselves to teach one illiterate to read and write, and to give lessons in hygiene, cooking and motherhood.

We find the church at work in the fight against illiteracy also. Its greatest influence is in molding the morals of the immigrant. It brings the Americanized into association with the un-Americanized immigrant.

The problem of how to induce the adult immigrant to adopt American life is rapidly coming to be a function of trade unionism.

In 1905 the Union members consisted of over 30 per cent of foreign born, one-half of whom could not speak English. Formerly these people were formed into hostile groups which made Americanization impossible. The Lithuanians were the bitter enemies of the Poles; the Magyars of the Slovaks. At first separate nationalities had separate Unions but now it is not so much a question whether the man is Polish or Italian as whether he is a union or non-union worker. The tendency is to use the English language in the addresses given before the Unions. The effect of the Unions is to increase wages, reduce hours and improve working conditions, without which the immigrant would not have the ability to adopt American standards.

The Union teaches the immigrant self-government. He gets his first lesson in governing his own activities and learning to obey officers whom he helps elect. The Union gives him a sense of common cause--a democratic spirit. It mixes nationalities so that the foreign nationality of any one of them becomes lost. The Union usually requires every member to be a citizen or at least to have declared his intention of becoming one.

The frontier life was the greatest agency in Americanizing the foreigner in early days, but to-day he enters the whirlpool of industry and in order to survive, is compelled to learn our language, dress as we dress, work as we work, or he is very soon overwhelmed by those who are more readily assimilated.

The importance of the public school as an Americanization force lies chiefly in its effect upon the second generation, yet indirectly

it affects the adult immigrant himself in so much as his children consciously or unconsciously influence him in the same direction.

The school teaches the English language; it breaks up hostility between nationalities; it teaches American history and the history of our institutions; it teaches American patriotism and by means of manual training, gives the immigrant child an idea of industrial methods. All these have a great influence upon the home. In many cases, the child is the only avenue of information between the mother and American life.

Public school instruction for the illiterate immigrant needs two great developments; the enrichment of its content and the extension of its activities. The content must be more practical and less literary, and it should be skillfully organized so that from the first, the learner will be able to use what he gets and adapt it to ordinary situations as he meets them. The course in civics should cease to be abstract and formal. Too long it has been something taught out of a text book. Throughout, the teacher should have in mind that the attendant is a wage earner. He may have little need to know the qualifications of a congressman but he does need a knowledge of the parks, museums, hospital clinics and other social facilities and opportunities of the city. His touch with the state is through the policeman, the garbage collector, letter carrier, health officer and his instruction should begin with these representatives of authority.

Continuation and part time classes make it possible for the children of the poor to help support the family while in school. Continuation class method is at present in an experimental stage in

the United States. We are beginning to feel that attendance should be compulsory as it is difficult to secure voluntary co-operation on the part of the employer. Massachusetts, Pennsylvania and Wisconsin have passed laws making attendance at continuation school compulsory to the seventeenth year.

The continuation class idea might be extended to meet the need for educating the immigrant mother. If we are to succeed in even practically overcoming that pitiful condition now existing between the younger and older generation, where we find, on the one side an unjustifiable arrogance and on the other, that helpless resignation due to sheer ignorance of language, we must offer attractive facilities to the immigrant mother to learn English. The immigrant mother's ignorance of all things American does more to disturb the normal healthy family life of our immigrant, to send the children into the courts and institutions than has generally been recognized.

Some immigrant mothers may be induced to attend short-day school sessions if they are designed especially for them. In San Francisco and other cities, a system of home teachers is now in force. Competent teachers visit in foreign homes where they teach English while imparting simple principles of sanitation and home economics.

Teachers are sometimes assigned to teach all the mothers in one apartment house. This makes the tenement house a school and has the advantages from the mother's point of view of sociability and proximity.

Mr. Henry Ford has an interesting school in connection with his

manufacturing establishment. His school provides five compulsory courses. A course in industry and efficiency, a course in thrift and economy, a course in domestic relations, one in community relation and one in industrial relations. The Ford English school provides courses in spelling, reading and writing, English and in Arithmetic. This is not exactly optional. A man who declines to take it is laid off for a couple of weeks to think it over. If he refuses to attend the classes he is given an opportunity to find employment elsewhere. In this school there is a professor of table manners who teaches the art of eating a meal in a manner that will not interfere with the appetite of the other fellow. Then there is a course in the art of making a new start in life with a degree of A.M., D.L.D., which means, "A Mistake Doubly Lived Down." The lesson meant to teach is that while a man cannot out run his past he can out-grow it.

The Ford idea in education is:- To improve a man's taste at the same time increase his earning power. To teach a man to use his income in a constructive manner. To put a man into a right relation with his family and his community and into right relation with his work and his employer. To fit a foreigner to become a citizen and to encourage him to do so. To give a man, who is down and out, a chance to come back.

The Ford idea is to increase a man's capacity for happiness and at the same time to increase his efficiency, his earning capacity and his worth to society so that he may have access to the things he has been taught to enjoy.

The Ford School teaches the foreigner to love his adopte country. In the English Department there are 136 teachers and 2200 students. Men come to classes for a short time before and after work, two days a week. The lessons are half hour periods. The course is given in sixty-eight lessons in thirty-four weeks. The men graduate—have graduating exercises and receive diplomas. The first thing a foreigner is taught to say is, "I am a good American."

Night schools furnish wonderful opportunities for many people, and hundreds of immigrants receive their first schooling in these schools; but they aremot adequate alone, as they meet the need of comparatively few of those who need it most.

In New York City, for instance, in 1910 there were 261,008 illiterates, over fourteen years of age. The total number of foreign born pupils who attended even one night or more was 52,335 and only a minor portion of these were illiterate. The night school in cities is largely impracticable among employees of factories. Many who enroll are unable to persevere because of physical fatigue; nervous fatigue from intense application in rapid process work, brain fag, due to faulty work conditions, poor ventilation, bad lighting, noise, absence of interest and lack of incentive. The night schools enroll very few woman. If the strain is too much for the men, it is doubly so for the women.

The Worker's Class was devised and put into operation primarily to give employed adult illiterates a chance to learn to read and write but is applicable to other forms of industrial education of a more complex type. It is adapted to factories and can be used to

advantage by workers in many industries and employments; to mine workers; farm hands and domestic help.

The Principal of the Worker's Class is that the public-school system shall furnish a teacher and school equipment; the establishment shall provide a room and time during the day for instruction without loss of wage; and the workers shall apply themselves with as much diligence as though they were at work.

In the Worker's Class it is possible for any person of ordinary intelligence who has never learned to read or write in any language and who can speak no English to acquire a good working knowledge of six hundred English words, ease in reading common prose, legible penmanship and knowledge of simple Arithmetic. The time needed is sixty hours or one hour a day for twelve weeks, five days a week.

Great care should be taken in selecting the right kind of teachers for these classes. Only those who are industrially minded and whose personality and teaching ability are such as to grip the interest of undeveloped adult pupils whose minds are not plastic, whose attention is easily lost and who are quickly wearied mentally. The teacher must be a person of good judgment, adaptibility, poise, non-partisan, both socially and racially. They must win the confidence of the illiterate in order to help him.

In 1913 the school authorities of New York employed a teacher to conduct a workers-class in a muslin undergarment factory. There were forty illiterate girls in the class; the group was divided into sections of six or seven, each section taught daily for a

period of forty five minutes. In this way each girl received nearly individual instruction in English-reading and writing-arithmetic, American history, geography, personal hygiene, practical information about food and the evolution of the under-garment. The latter subject connected up with their present occupation. They were taught facts about business such as keeping accounts, budgets, reports, banking etc.

It was obvious as the weeks passed by, that the lessons in personal hygiene, physical culture, right breathing and eating were taking effect. The eyes of the girls grew brighter, the skin clearer, the minds alert and receptive and better taste was shown in their dress. The records of the firm showed a gain of from twenty to seventy per cent in working efficiency.

Another report comes from a principal of a school in Manhatten. The girls from a factory were selected on the basis of illiteracy. Some had never been to school, others had attemptednight school but this proved such a task to their strength that it had to be abandoned.

The firm paid them while attending the classes. The earning capacity of the girls increased ten to forty per cent. The course of study in this class included the English language, reading, writing, arithmetic, geography and hygiene. Under civics were taught the merits of a democratic government, patriotism and citizenship.

At the close of the year graduating exercises were held and certificates of literacy were presented to the members of the class.

The census of 1912 brought great encouragement in regard to the progress made by the negroes in the South in learning to read and write. At the close of the civil war about ninety-five per cent of the negroes were illiterate while at present there are thirty per cent and it is interesting to note that between the ages of ten and fourteen there are only eighteen per cent illiterate. This shows a great interest in education in the present generation. When we consider the disadvantages under which the negro gets any schooling at all, the progress made seems remarkable. That there would have been a greater per cent of literacy had opportunity been more favorable is shown in the fact that negro illiteracy is less in urban New England and the Middle Atlantic States than the illiteracy of the whites in the South Atlantic and Southern states. At this rate of decrease of illiteracy it will take only a few years to bring the per cent down to the level of illiteracy of the country as awhole.

The school fund which is supposed to be equally distributed among the races according to the number of children is not equally distributed. For instance, in Elizabeth County, Virginia, there were 2,200 white children and 2,300 colored children of school age. The negro children had twenty teachers while the white children had forty-nine. The negro children have buildings costing $5,000, while white children have buildings costing $62,000. The salaries of the twenty negro teachers amounted to $4,000, while the salaries of the forty nine white teachers amounted to $23,000.

The Hampton School and the Tuskegee Institute are proving that the negro is capable of becoming a useful, industrious citizen

whom it is worth while to educate.

One of the most remarkable attempts to teach grown ups in schools organized especially for them was begun in 1911, by Mrs. Cora Wilson Stewart, Supt. of Schools in Rowan County, Kentucky. Mrs. Stewart decided to open night schools for adults on moonlight nights. She outlined her plans to the teachers and called for volunteers. Every teacher in the country responded. They visited the homes and gave the invitation. It was expected that response would be slow but more than twelve hundred men and women from eighteen to eighty-six years of age were enrolled the first evening.

There were not only illiterate farmers and their illiterate wives but illiterate merchants, ministers and lumbermen. The movement spread to eight or ten other counties and the second year the enrollment had increased to sixteen hundred pupils.

The success of the men and women proves that it is not so difficult for adults to learn to read and write as is generally supposed. A child of ordinary mind can be taught to read and write in three or four weeks and an adult can do at least as well. One man, thirty years of age wrote a legible letter after four lessons and a woman of seventy years wrote a letter after eight lessons.

One teacher eighteen years of age, had only four adult pupils in her class, but one of these was a preacher who learned to read his Bible and a newspaper after a few weeks of earnest study; after four lessons he signed his name to a paper for the first time and after seven lessons, to quote the words of the County Superintendent, he wrote an enthusiastic letter with a period at the close of each sentence as large as a bird's eye."

The movement has spread to 87 counties in Kentucky. Mrs. Stewart says, "When we began, we planned to wipe out our illiteracy in three years. The teachers and superintendents met in March 1913 and agreed that they would wipe out illiteracy before the close of that year. We then had the school trustees take a census of the illiterates of their districts. We paid them so much per name so that they would not be likely tomiss any one. We obtained not only the name and age, but the history of each illiterate, his religious preference, his political faith, his weaknesses, tastes, peculiarites, his friendships, home ties and environment. We ascertained the influence through which he might be reached, whether that influence was mother, sister, daughter or sweetheart. The teachers were given a copy of the record for their districts and were instructed to call and get acequainted with these people before the night schools opened.

We strove with all our might to teach every man, woman and child in the county to read and write. We found four who had a wrong conception, through their ignorance of our methods. They simply refused to be taught. There were six blind people, five invalids and six imbecile. At the close of the term there were twenty-three illiterates out of 1150. Since that time one of the teachers- the one who had taught the largest number to read and write, went to board in the home of an old woman who had refused to learn to read and write and she agreed to pay this woman an exorbitant sum for board. After she became acquainted with her, she induced the woman to teach her to knit. They sat and knitted together and became fast and familiar friends. When the time was ripe she proposed to this old woman that she teach her to read and write saying, "You have taught me something valuable which I have long wanted to know, and I am now going to teach you to read and write."

Before the old woman knew it, either through a smothered desire to be able to write to her absent sons or through fear of losing such a valuable boarder, she took a pencil and was soon copying the letter "E" the first letter in her name."

The socializing influence of these schools is shown in communities where they are held. A school trustee writes, "I have lived in this community for fifty-five years and I never saw such interest as we have now. The school used to just drag along and nobody seemed interested. We never had a gathering at the school and nobody thought of visiting the schools. We had not had night school but three weeks until we got together right. We papered the house, put in new windows, made new steps, contributed the money and bought the winter's fuel. Now we have a live Sunday School, a singing school, prayer meetings and preaching. People of all denominations meet and worship in unity."

The studies pursued in these night schools are reading, writing, arithmetic and spelling. Brief drills are given in the essential facts of language, history, geography, civics, sanitation, agriculture and horticulture. The reading text is the Rowan County School Messenger, edited by the County Superintendent, published weekly and furnished free of charge.

This experience in Rowan County, Kentucky, shows that it is possible to bring help to illiterate men and women under the most difficult circumstances for these people had bad roads to travel, high hills to climb, but they came, walking miles, carrying babies in their arms.

The teachers are in the main, natives of Rowan County, deeply in sympathy with the people ad their needs, consecrated to the causes of education, and determined to wipe out illiteracy.

HOW THE MOVEMENT WAS STARTED IN ALABAMA.

The annual meeting of the Southern Educational Association held in Houston, Texas, in 1911 gave a delegation of Alabama Educators the opportunity of hearing Mrs. Cora Wilson Stewart tell of the remarkable work being done in the mountains of Kentucky, for removing illiteracy. Her story appealed to the Alabama representatives, who unanimously agreed to extend to her an invitation to visit the State and address the Alabama Educational Association. Mrs. Wilson accepted the invitation and her address was the most inspiring ever delivered before the Association. During the Spring of 1914 the co-operation of the County Superintendents was enlisted in a movement to secure a complete list of illiterate white children between the ages of eight and twenty years. The result of this investigation brought the general public to a full realization of the fact that the mill of neglect was busy grinding out a new crop of illiterates. It did much to stimulate the public conscience to a full realization of the necessity of a compulsory attendance law which was enacted by the Alabama Legislature the next year.

The executive committee of the Alabama Educational Association adopted as a campaign Slogan, "Illiteracy in Alabama-Let's remove it." The State Legislature passed a bill which was signed by Governor Henderson authorizing the creation of the commission for the removal of adult illiteracy in Alabama. The act creating the Alabama Illiteracy Commission provides:

That there should be created a commission to be known as, "The Alabama Illiteracy Commission, which shall be composed of five persons including the State Superintendent of Education. It shall be the duty of this commission and it shall have the power to make researches, collect

data, and procure the services of any and all communities of the State looking to the obtaining of a more detailed knowledge of the true condition of the State in regard to its adult illiteracy and report regularly, the results of its labors to the Governor and to perform any other act which in its discretion will contribute to the elimination of the State's adult illiteracy, by means of the education and enlightenment of illiterate persons in the State of Alabama; and the commission shall expend any funds which it may receive in accordance with such regulations as it may from time to time adopt. The members of the commission shall receive no compensation for their services nor expenses of any kind out of the State Treasury, but they shall be reimbursed out of any funds which may come into the hands of the commission from other sources for the use of the commission for their actual traveling and other necessary expenses incurred in the performance of their duties.

The Secretary-Treasurer was authorized to select in each county, at least five citizens, to serve as a County sub-commission; to solicit donations for the furtherance of the movement; and to appoint a field agent to travel over the State in the interest of the cause.

The commission named the first Monday in June as "Illiteracy Day", and requested the Governor to proclaim it as such and to appeal to the citizens of Alabama to observe it.

The Governor of Alabama issued the following Proclamation:

"I, Charles Henderson, Governor of Alabama in response to the wide spread sentiment among our people, expressed by the Legislature of Alabama, the Alabama Illiteracy Commission and the Alabama Educational Association do hereby set apart and designate the first Monday in June, 1915, to be observed throughout the State as Illiteracy Day, and I appoint and fix

this as the time when every illiterate man, woman and youth in the commonwealth shall consecrate himself to the service of his State and community as the date when the people shall meet, confer and organize clubs for the banishment of illiteracy in the several communities.

I call upon the teachers in every community, the school improvement associations, the Chamber of Commerce, the Farmer's unions, the press of the State, the minister, lawyers, physicials, farmers, business men, and all others to lay aside matters of private concern and to heartily co-operate in working out plans for the removal of illiteracy.

With a lofty faith and resolution that Alabama, under the favorable guidance of Almighty God, shall wipe away the black stain, I call on every literate man, woman and child of every station, community or creed to consecrate himself to this stupendous, though surmountable task."

Before attacking the problem it was deemed wise to determine it's magnitude. It was found in the United States Census report of 1910 that there were 641,168 persons in Alabama from the ages of ten to twenty inclusive, 15 per cent of whom, or 96,403 are illiterate, while from the ages of 21 and over, there were 1,015,070 persons, 26 per cent of whom or 262,273 can neither read nor write. Among the white population there were 31,661 males of voting age and 33,765 mature women who were illiterate. Among the negroes, there were 92,744 males over 21 years of age and 108,102 females. Seventy-four per cent of the adult illiteracy in the State is among the negroes population. Only 3,874 of our native White illiterates are city dwellers, while 80,894 of them reside in the country. The town rate is 2.5 per cent and the country rate is 11.5 per cent. The lowest rate of illiteracy is in Montgomery County.

The real work of removing illiteracy was hardly begun before the

commission was confronted with the necessity of securing additional funds with which to finance the movement. Button campaigns were inaugurated in many cities of the State. The Slogan "Illiteracy in Alabama - Let's remove it." and the number 362,779 were printed upon the button. Men and women of intelligence above the average, being brought face to face with the astounding figures printed on the button, openly confessed they were ignorant of educational conditions in the state. A desire for information was stimulated, resulting in a general awakening of the public conscience as to Alabama's duty in speedily remedying existing conditions.

The subject of illiteracy was uppermost in the minds of the people; it occupied a prominent place on club programs and was discussed with telling effect from the pulpit. As the light was thrown upon the subject, commercial organizations began to realize its economic significance and entered without reservation into the spirit of the publicity movement.

The more striking effect of the campaigns was their general influence in preparing the minds of the people for a frank consideration of the need for better school facilities, a need that could be met only by giving them the right of local taxation. The campaign truly paved the way for the great local tax victory of November 7th,1916.

As a result of the illiteracy campaign adult schools have been conducted in more than two thirds of the counties of Alabama and some work has in all probability been done in every county.

According to the biennial census report of 1914 there were 280,598 white children between the ages of ten and twenty in Alabama, 26,258 of whom were totally illiterate. The census figures of 1916 showed 295,572 children of school age of which 25,186 were illiterate. Illiteracy among

white children had been reduced 5 per cent. The report of the illiteracy Commission for 1916 showed that 2,536 adults were taught to read and write. The general educational propaganda which was carried into the remotest sections of every county acquainting the public with the Status of literacy in the State was so effective in accomplishing the object for which it was intended that the minds of the people were awakened to the importance of better school conditions in general. The enforcement of the compulsory attendance law, which became effective October 1st, 1917, will prove a less difficult task because of the campaign. The enrollment of children of school age in the State for the year 1915-16 shows a decided increase over the enrollment one year ago. The statistics show an increase of 51,991 pupils.

Educational workers among the negroes, observing the success of the white teachers in selling illiteracy buttons, requested that they be permitted to participate in raising funds. The commission had a button made bearing the likeness of Booker T. Washington, the great leader of his race.

A tremendous impetus has been given to the campaign to wipe the stain of illiteracy in Alabama from among the colored people, through the influence of the thirty-five teachers institutes conducted during the year, the annual meeting of the Alabama State Teachers Association, the summer schools for teachers, and the yearly session of the Tennessee Valley Teachers Association.

At one of the general assembly periods of the Tuskegee Institutes recent summer school for teachers, the entire time was devoted to a discussion of the illiteracy work in the state and in showing the teachers how to organize the work.

In 1910 Virginia had 83,825 illiterates, 2,368 of whom were foreign and still more lamentable, 81,105 of the 83,825 were native born whites. Out of the 2,331,650 negroes illiterates, Virginia furnished 148,950. Wonders have been accomplished by both races in Virginia. During the decade between 1900 and 1910 the negroes in Virginia reduced their illiteracy 33 per cent but the whites brought about a reduction of only 29 per cent. A certain State Educator once said, "The negro situation will take care of itself if we keep the native white statistics constantly before our eyes."

The native illiteracy of North Carolina still exceeds that of Virginia, but between 1900 and 1910 North Carolina reduced illiteracy 36 per cent. Secretary of the State Board of Education makes the following appeal to the people of Virginia:

"No man with a spark of humanity in his soul can fail to realize that the Old Dominion should rid herself of this baneful shadow that has fallen athwart our proud commonwealth, no man with a proper sense of citizenship can fail to understand that he must do his part toward uprooting the evil; no man with the smallest idea of proportions can fail to see the importance of carrying education almost to the threshold of every Virginia home."

The average illiterates for cities in the United States having 100,000 population is 4 out of every 1000 while the average in Virginia is 30 white out of every 1000. In proportion to its population however, Richmond has six times less illiteracy than the rest of the State.

Recently great effort has been made to abolish illiteracy by means of the night schools. At present there are in the night schools of Richmond, 3,548 persons of whom a vast majority are beyond school age.

The Richmond School Board thinks a person who has not completed the fifth reader grade is not to be classed far above illiteracy.

There were in Wisconsin 57769 illiterates over ten years of age according to the census of 1910 and 120,665 non English speaking residents. Isn't this appalling? It is especially so since it has been proved that any person of ordinary intelligence who has never learned to read or write in any language and who can speak no English can acquire a good working knowledge of six hundred English words, can with ease read common prose, write legibly and have a knowledge of simple arithmetic. The time required is sixty hours or one hour a day for twelve weeks, five days a week.

The percentage of illiteracy for Wisconsin is 3.2. This is lower than the percentage for the Country at large which is 7.7. It is interesting to compare the percentage of illiteracy with neighboring states. Illinois has 168,274 or 3.7 per cent illiterates. Michigan has 74,800 or 3.3 per cent. Ohio has 124,774 illiterates or 3.2 per cent. Minnesota has 49,356 illiterates or 3 per cent. Iowa has 29,889 illiterates or 1.7 per cent. Iowa has the lowest percentage in the United States. Each of these states reduced its illiteracy greatly in the twenty years preceding the last federal census. Wisconsin led in this respect, having decreased illiteracy 58 per cent. Wisconsin may be great proud of its record for it wasexcelled by only two other sections of the country, the District of Columbia, where the reduction was 62% and Kansas where it was 60%.

This reduction of 58 per cent admirable as it is, affected largely the group of people coming under school age and was brought about by better compulsory attendance laws and a more strict enforcement of them.

Undoubtedly Massachusetts, which shows a much smaller percentage of reduction (16%) for this same period, really corrected illiteracy of those beyond the compulsory school age more than did Wisconsin, for Massachusetts has had a law upon her statute books for nearly thirty years, requiring illiterate minors over fourteen years of age to attend school, if they lived for a year in a city or town maintaining a evening school. To meet this requirement Massachusetts now defines the standard of literacy to mean ability to read and write as is required for completion of the fourth grade. This is far above the ordinary interpretation of literacy which usually amounts to ability to write one's own name and ordinary simple words.

Beside the 57,769 illiterates in Wisconsin there are the 120,665 non speaking literates who should acquire a reading and speaking knowledge of English because federal regulations demand ability to read and speak English before citizenship may be conferred.

We are helped to a keener appreciation of the interest that a community should take in teaching English to its foreign speaking residents by reference to a situation which occurred in Detroit in the winter of 1914 - 15. Twenty-three thousand unemployed workmen applied to the Board of Commerce for work, fifteen thousand could not speak English. Work could not be found for the non English speaking people, and they and their families were public charges during the winter. This led Detroit business men to conclude that the teaching of English and the assimilation of the immigrant is a civic necessity rather than welfare work. Teachers especially should be interested in teaching English to foreign born families for there is a direct relation between their lack of knowledge of English and the progress of their children in school. The greatest number of cases of retardation occurs among children coming from homes

where no English is spoken.

Wisconsin is establishing extension schools for those whose needs are not met by day schools. Its laws provide for the establishment of continuation schools which must reach boys and girls between the ages of fourteen and seventeen who have left school to engage in occupations other than agriculture or domestic service. These schools may and do, reach people beyond the seventeen year age limit.

Every community of over 5,000 inhabitants must and every one of less than 5,000 may have an industrial education board, a part of whose duties shall be the fostering, establishing and maintaining of continuation schools, holding day and evening sessions. Such schools must be established on petition of twenty-five persons qualified to attend them. Thirty-one Wisconsin cities have continuation schools and night sessions are conducted in connection. These cities in a number of cases make special effort to enroll adults who are in need of schooling.

Thus we see that a nation wide movement has been inaugurated for the purpose of Americanizing our alien population as well as extending educational advantages to those who have been denied them.

The vitality of this question was put strongly to the nation during the past year in a form that was not altogether agreeable. For the draft revealed the astonishing fact that there were 200,000 out of 2,000,000 men, who could not read their orders or understand them when delivered, or read letters sent them from home.

If men cannot be converted readily into soldiers but must be held in camps while they receive a primary education, surely no one can hold that this is a matter deserving of merely State attention.

This movement is fostered by the Federal Bureau of Immigration.

It is true that the work was undertaken prior to the Federal Governments interest but Government aid has given it fresh impetus.

The history of this Federal activity is that the naturalization courts were finding it necessary to reject or to continue the cases of nearly 55 per cent of those who came up for citizenship, on account of general ignorance of the applicants, or because of their lack of knowledge of our government.

The Naturalization Bureau reasoned that since the Government provides that no court admit an alien to citizenship until it is satisfied that he is attached to the principles of the constitution, it is the duty of the government to see that provision is made to instruct aliens in these principles in order that the spirit of the provision may become effective.

The co-operation that the Bureau of Naturalization is seeking to establish with the public schools in the matter of giving educational advantages to applicants for citizenship, will of itself react upon those of longer residence here, who are indifferent to privilege and duties of citizenship.

The Bureau attempts to establish this co-operation by furnishing public school authorities with monthly lists of applicants for citizenship in all communities where there is an alien population large enough to juntify the establishment of schools for them. These lists include also the names of the wives of the petitioners, for the Government now recognizes wives as prospective citizens and is desirous of instructing and Americanizing them as well as their husbands.

Letters are sent by the Bureau to applicants and their wives, telling them of the advantages that would accrue from their attendance at school.

It is expected that the local school, by various means, will follow up these letters and bring to the attention of the recipients, the opportunities that the schools offer them.

In the past, employers of labor have, sometimes, opposed efforts to educate the illiterate, anticipating as one outcome, that higher wages would be demanded. Today the most enlightened employers are favoring better schooling and are even making provision to have educational opportunities offered on the premises where they work.

When we consider that 88.5 per cent of the foreign speaking immigrants arriving in this country are over nineteen years of age, and thus beyond the influence of the public day school, we realize that it is imperative for us to establish schools in which they may be taught English and citizenship so that they may be properly amalgamated. The last statistics showed that only 1.3 per cent of the foreign born whites, over twenty-one years of age attend school.

Under the law, naturalization papers are filed with the clerks of courts and a duplicate of all naturalization papers must be sent to the bureau of naturalization, and it is in this way that the bureau obtains the names, occupations and addresses of all aliens applying for citizenship. When these papers reach the Bureau of Naturalization, the name of the declarant is recorded on a white past board card, which card contains full data as to name, residence, occupation, nationality and age of the alien and this card is arranged to show the educational rating of the declarant, and on the back of the card provision is made for keeping a record of his attendance at the school for two years. A buff card, containing the same data, is made out for the alien who applies for citizenship,(second papers) and a green card is made out for the wife of each alien, a blue

card is prepared containing the same data for use where the alien has removed from a particular school district to another and the teacher is to return that to the bureau, giving the changed address of the alien so that his name may be sent to the Superintendent of the school at that place where he has removed.

These cards are promptly forwarded to the Superintendent of the school who is expected to turn them over to the teacher of the night school, and when these cards are sent to the Superintendent, a letter is sent to the alien informing him that his name has been sent to the Superintendent and suggesting to him the advantage he will receive by attending the night school. In this way you will note that the names of the aliens, for instance, who declare their intentions to become citizens and who file petitions for full citizenship are promptly forwarded to the Superintendent of the school and it remains for the school authorities to get in touch with these people and cause them to attend the night schools.

These cards are prepared so that ample data may be entered thereon, relative to the educational status of the various aliens and the result of their attendance at school, and at the end of the first school year they are forwarded to the Bureau of Naturalization, that this data may be classified and the results of the school year noted. They are then returned to the Superintendent for use in the recording of this data for the second year and likewise returned to the Bureau of classification, the purpose of this being to obtain information in a practical way for submission to Congress to show the results of the work and to cause Congress to afford financial assistance in this great work.

This briefly is the plan adopted by the Bureau of Naturalization and thus far over 800 night schools have been started in the United States

in as many as 44 states, and the Bureau of Naturalization through its field officers is urging the various cities and centers of population where there are sufficient numbers of aliens to establish night schools for the benefit of alien adults.

The Bureau of Naturalization does not presume to tell the teacher, how he shall teach these aliens, but it stands ready at all times to offer suggestions and render any assistance it can when called upon. It has printed an outline course in citizenship and expect to continue issuing literature on this important subject, and will through its field officers respond to the call of teachers to render assistance in causing the attendance of aliens and appearing before the schools,to explain naturalization laws and regulations.

The judges will, when facilities for gaining this knowledge is at hand require the applicant to attend the school and thus become proficient. But if these facilities are not given the alien, the court will usually admit him to citizenship even though he does not know what the constitution of the United States is, what it means to him as a citizen, or how the government, of which he is a part, is conducted.

Teachers, I believe can do more than any other body of citizens to accomplish the educating and Americanizing of the alien and then we shall cause them and our native born citizens to think of America only, and not merely of America, first; and if we succeed in doing that we shall see the practical elimination of the hyphen in all things American and thus stop the grouping of American citizens as we have it today and bring about absolute unification and consolidation of all of our citizens unto one compact and glorious Americanism.

The war has revealed to us the biting truth that we are not a united nation. We face the fact that America is not first in the hearts of every resident, that not every man works for America, and that not every man trusts her present or believes in her future. This is still the land of promise for the "bird of passage who exploits us, and whom we pluck in return."

Security and prosperity have blinded us to the fact that we do not all speak the same language nor follow the same flag. In our quest for nationalism we stand aghast at the task before us. It is no small assimilative task to preserve the best in the traditions, beliefs, and standards of these people for the strengthening of America and to give them enough of America's ideals to make them strong citizens of a democratic country.

The war is giving us a breathing spell to find out and to define a policy which will insure Americanism. Every government, but our own, has a national purpose which it is carrying out in America with its own subjects naturalized or alien, through its representatives and agents, its publications, institutions, and business interests. America alone in its own territory has a negative procedure and is without a policy. We are concerned chiefly with those we can keep out or send back. Once an alien is admitted, there is no system of protection, distribution and assimilation; no specific inducement to citizenship; no encouragement to acquire a home stake in America. Sectional and specific interests compete for what the immigrant has to offer; the parent government keeps an eye on the new arrival and helps him in distress. The Federal government alone remains silent and indifferent. It is true we have the beginning of such a system in several departments. It is encouraging that the Bureau of Naturalization

has changed its attitude and is now being of some service to aliens who have applied for citizenship. There is in the Bureau of education a Division of Immigrants education which for the past three years has been carrying on important educational work among immigrants. The educational work of these bureaus does not receive adequate support or authority and has not so far been considered as an essential part of real preparedness. The vision and faith and effort of these officials is not part of any strong defined policy; it is not coordinated with the government's larger activities and could be wiped out tomorrow by a single order.

This country is alive to the inadequacy of its army and navy but as yet seems to have the smallest conception of the discipline, self sacrifice, and spirit of service that each one of us must acquire and of the need of organization along national lines that American institutions will require to be prepared to even maintain peace. After many months of war our slogan is "Safety first" and "Made in America" while towards national citizenship training, toward educational unification, and industrial preparedness, the nation has made little progress.

In the growing demand for a more united America it is apparent that America needs a national spirit which shall combine reverence and service; a national consciousness which shall be willing to give, as well as to receive, benefits and to put something unto politics as well as take something out. Let no one suppose that anything short of a national policy, purpose and consciousness in which each one of us does his full share, will meet the critical need of the hour. Our capacity for nationalism is in exact proportion to the measures we take for its achievement.

The war has taught us that it cannot be left to the complacency of the native American or to the voluntary efforts of the immigrant.

A general melting pot, tended by no one in particular does not necessarily brew a nation. This is even more true when we find so many other self-interested nations and people stirring the pot. The war has taught us that the demand for cheap labor cannot continue to be the chief determining factor in the admission of immigrants because of America's new interest in aliens as prospective citizens. We not only have a present nation-sized job of assimilation, but we need to prepare ourselves for the problems that will accompany negotiations for peace. We shall have at least three questions of great and far reaching importance, immigration, emigration and citizenship standard.

If our immigration bill represents the sum total of the wisdom we can summon on immigration, we shall fail miserably to improve this opportunity by substituting a constructive policy, for our prevailing negative policy. Such arbitrary tests as the literacy clause, based on race and class theories and antagonisms, bears no real or lasting relation to the fundamental national needs of the country.

Admission of aliens to this countr, should be based upon their capacity for Americanization. Every immigrant should declare upon his arrival here, his intention to remain and become a citizen. He should be required to become literate in the English language, (the minimum standard to be definitely set) within five years. Deportation should be the penalty for failure to do so.

A policy of national education is required for a statesmanlike consideration of nationalism. Local communities cannot carry the burden of educating large numbers of incoming residents concerning whom they have not been forewarned. The relation of education to seasonal labor is important. The great forces in Americanization are the home, the school,

and the neighborhood. These cannot influence the itinerant resident, in one town today and gone tomorrow. We must contrive that educational and cultural forces shall follow the man from place to place if we are to achieve nationalism through assimilation.

Certain things are essential to Americanism. One of these is a common language. Not until the necessity for national defense was thrust upon us have we considered seriously requiring that all American residents learn English. It is true we said in 1906 that all naturalized citizens must have knowledge of the English language but we neglected to define what we meant, so the knowledge may consist of as many words as each several hundred judges may decide is a fair test. Not until the business man found that a knowledge of English reduced accidents did he indorse night schools.

An immigrant lands in America and gets whatever work he can. He does not know and no governmental agenttakes the trouble to tell him, what particular restrictions there are on any given occupation. No one explains to him for which job he has to have a license or which occupations are open only to citizens. He does not know our ordinances about the disposal of garbage or ashes. He may come from a region where there are no free schools, and he does not know that the law in this country obliges him to send his children to school. Unwittingly with the best intentions in the world, he may offend in almostevery relation of his life.

Ignorant of his right, not understanding what his offense is, he is tried and convicted and leaves the court wondering what he has done that justifies it in branding him as a law breaker. His respect for American law and for American justice does not outlive many experiences of this kind, and thus another door to Americanization is closed.

The native American has a prejudice against furnishing books in foreign language and often proceeds on the theory that although he does nothing to furnish facilities for learning English, it is better that the immigrant should read nothing while he waits. It is idle to fear that the foreign language book is an obstacle to Americanization. Anything that increases the aliens intelligence, and especially his information about America is an aid, not a hindrance. Outside of the large cities few libraries have any collection of foreign books.

The literacy test is a plain evasion of the native American's responsibility and a lazy way of thinking out the problem. We have never set ourselves seriously to the task of nationalizing America. When we do we shall have as strong a nation as we have bridges and railroads and banks.

It is possible that we have been admitting too many people of too wide a variety for the native American to Americanize. It is certainly true that we should hesitate to admit many others until we have demonstrated our ability to provide an assimilation policy for the nation. We cannot forever depend upon the missionary for the Americanization of aliens.

If we close our doors to preserve Americanization, will it not be a confession of our utter failure to deal in a statesmanlike way with the international or national situation which confronts us?

Conclusion:

We should amend our naturalization laws and Standardize educational qualifications for citizenship. We should add to the present court examination, a requirement that the applicant for citizenship present, with his petition, a certificate showing creditable work and regular attendance upon some public school for at least one term where he received instruction in English and civics of a certain standard.

Federal aid should be granted to these adult schools where standards are maintained. The Federal Government should assume jurisdiction of the whole subject of immigrant education on the ground that the admission of aliens to the United States is a Federal matter and therefore their qualification for citizenship is a concern of the Federal Government.

We should amend the educational laws to necessitate compulsory attendance of non-English speaking and illiterate persons between the ages of fourteen and twenty-one fixing the standard of literacy training required as equivalent to the completion of the Fifth Grade in public school.

Labor laws should prohibit the employment of minors unless weekly reports of regular school attendance are presented to employers. The Federal Government should require all cities to maintain evening classes and extend facilities for educating foreigners such ascamp schools, industrial and vocational schools, continuation schools, part time schools, workers classes, and provide freetext books.

In large cities this work of educating the illiterate should be under a supervisor appointed by the Superintendent of Education with power to standardize methods, subject matter, classes, etc. The Government should provide teachers courses in various modern languages so that teachers may qualify sufficiently to be a medium of communication with non-English speaking students in these classes. These classes should be advertised in foreign newspapers, by placards, by personal invitation, by circulars where ever foreigners are employed. By dealing effectively with this problem of adult illiteracy we contribute materially toward an intelligent comprehension and treatment of problems of greatest importance to industry and society such as the reduction of disease, the prevention of accidents, unemployment, minimum wage, sweat shop wage, and every form of social and

industrial relation which contains the elements of foreign citizenship and alien labor.

Jane Adams says, "The only service America is universally eager to offer to the immigrant and his children and the only one it is thoroughly equipped to offer is free education."

An illiterate taught is a citizen emancipated, enabled, elevated.